

## Laurens Elementary

301 Henry Street  
Laurens, South Carolina 29360

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	563 Students	
<b>Principal</b>	Ferlondo J. Tullock	864-984-3067
<b>Superintendent</b>	Edgar C. Taylor	864-984-3568
<b>Board Chair</b>	Charlie Short	(864) 681-3664

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	32	64	9	1

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Good	N/A
<b>2003</b>	Good	Average	No
<b>2004</b>	Good	Average	Yes
<b>2005</b>	Good	Unsatisfactory	Yes

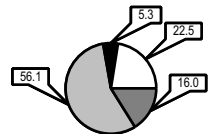
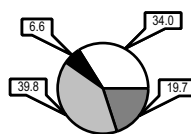
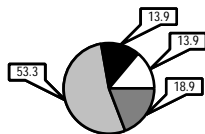
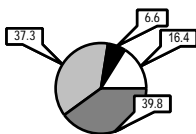
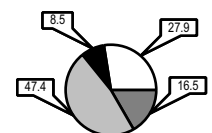
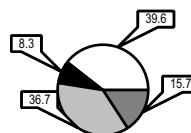
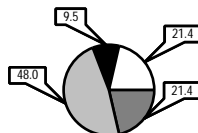
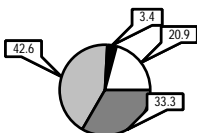
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	260	100.0	16.4	37.3	39.8	6.6	58.2	Yes	Yes
<b>Gender</b>									
Male	124	100.0	21.8	39.5	37.8	0.8	52.9		
Female	136	100.0	11.2	35.2	41.6	12.0	63.2		
<b>Racial/Ethnic Group</b>									
White	132	100.0	9.5	32.5	48.4	9.5	67.5	Yes	Yes
African American	120	100.0	24.5	44.5	28.2	2.7	46.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	232	100.0	12.3	38.2	42.3	7.3	61.8		
Disabled	28	100.0	54.2	29.2	16.7	0.0	25.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	260	100.0	16.4	37.3	39.8	6.6	58.2		
<b>English Proficiency</b>									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	252	100.0	16.5	37.7	39.4	6.4	58.1		
<b>Socio-Economic Status</b>									
Subsidized meals	145	100.0	24.1	42.1	30.8	3.0	50.4	Yes	Yes
Full-pay meals	115	100.0	7.2	31.5	50.5	10.8	67.6		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	260	100.0	13.9	53.3	18.9	13.9	52.9	Yes	Yes
<b>Gender</b>									
Male	124	100.0	17.6	57.1	16.0	9.2	52.1		
Female	136	100.0	10.4	49.6	21.6	18.4	53.6		
<b>Racial/Ethnic Group</b>									
White	132	100.0	7.9	45.2	24.6	22.2	65.9	Yes	Yes
African American	120	100.0	20.9	63.6	11.8	3.6	37.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	232	100.0	11.4	52.7	20.5	15.5	55.5		
Disabled	28	100.0	37.5	58.3	4.2	0.0	29.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	260	100.0	13.9	53.3	18.9	13.9	52.9		
<b>English Proficiency</b>									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	252	100.0	14.0	53.8	18.6	13.6	53.0		
<b>Socio-Economic Status</b>									
Subsidized meals	145	100.0	18.0	63.9	11.3	6.8	38.3	Yes	Yes
Full-pay meals	115	100.0	9.0	40.5	27.9	22.5	70.3		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	260	100.0	34.0	39.8	19.7	6.6	26.2
<b>Gender</b>							
Male	124	100.0	37.0	38.7	19.3	5.0	24.4
Female	136	100.0	31.2	40.8	20.0	8.0	28.0
<b>Racial/Ethnic Group</b>							
White	132	100.0	19.8	37.3	31.0	11.9	42.9
African American	120	100.0	50.9	40.9	7.3	0.9	8.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	232	100.0	32.3	40.0	20.5	7.3	27.7
Disabled	28	100.0	50.0	37.5	12.5	0.0	12.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	260	100.0	34.0	39.8	19.7	6.6	26.2
<b>English Proficiency</b>							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	252	100.0	34.3	39.0	19.9	6.8	26.7
<b>Socio-Economic Status</b>							
Subsidized meals	145	100.0	45.9	42.9	9.0	2.3	11.3
Full-pay meals	115	100.0	19.8	36.0	32.4	11.7	44.1

<b>Social Studies</b>							
All Students	260	100.0	22.5	56.1	16.0	5.3	21.3
<b>Gender</b>							
Male	124	100.0	26.1	50.4	17.6	5.9	23.5
Female	136	100.0	19.2	61.6	14.4	4.8	19.2
<b>Racial/Ethnic Group</b>							
White	132	100.0	13.5	57.1	23.0	6.3	29.4
African American	120	100.0	33.6	53.6	8.2	4.5	12.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	232	100.0	20.5	56.8	16.8	5.9	22.7
Disabled	28	100.0	41.7	50.0	8.3	0.0	8.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	260	100.0	22.5	56.1	16.0	5.3	21.3
<b>English Proficiency</b>							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	252	100.0	22.9	55.5	16.1	5.5	21.6
<b>Socio-Economic Status</b>							
Subsidized meals	145	100.0	30.8	58.6	7.5	3.0	10.5
Full-pay meals	115	100.0	12.6	53.2	26.1	8.1	34.2

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	87	100.0	10.3	29.9	44.8	14.9	59.8
	4	108	100.0	18.1	51.4	27.6	2.9	30.5
	5	90	100.0	13.3	67.8	17.8	1.1	18.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	89	100.0	3.7	25.9	55.6	14.8	70.4
	4	83	100.0	16.7	43.6	35.9	3.8	39.7
	5	88	100.0	28.2	42.4	28.2	1.2	29.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	87	100.0	14.9	59.8	18.4	6.9	25.3
	4	108	100.0	13.3	55.2	21.9	9.5	31.4
	5	90	100.0	26.7	58.9	8.9	5.6	14.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	89	100.0	7.4	59.3	22.2	11.1	33.3
	4	83	100.0	19.2	53.8	19.2	7.7	26.9
	5	88	100.0	15.3	47.1	15.3	22.4	37.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	89	100.0	32.1	43.2	19.8	4.9	24.7
	4	83	100.0	34.6	41.0	20.5	3.8	24.4
	5	88	100.0	35.3	35.3	18.8	10.6	29.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	89	100.0	13.6	59.3	16.0	11.1	27.2
	4	83	100.0	16.7	60.3	17.9	5.1	23.1
	5	88	100.0	36.5	49.4	14.1	0.0	14.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 563)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	8.6%	Up from 6.7%	3.6%	3.0%
Attendance rate	96.6%	Up from 95.8%	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 4.9%	4.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.2%	3.6%	3.2%
Eligible for gifted and talented	12.8%	Up from 8.2%	11.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.9%	Down from 7.7%	9.5%	8.2%
Older than usual for grade	4.3%	Down from 4.8%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 42)</b>				
Teachers with advanced degrees	47.6%	Up from 42.9%	52.6%	52.6%
Continuing contract teachers	83.3%	Down from 85.7%	85.2%	83.3%
Highly qualified teachers	92.5%	Down from 94.7%	94.2%	93.5%
Teachers with emergency or provisional certificates	2.7%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	88.9%	Up from 75.1%	87.5%	87.0%
Teacher attendance rate	94.4%	Down from 94.5%	94.8%	95.0%
Average teacher salary	\$40,111	Up 4.4%	\$41,486	\$41,703
Prof. development days/teacher	14.5 days	Up from 13.7 days	13.0 days	12.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 17.4 to 1	18.6 to 1	18.8 to 1
Prime instructional time	89.9%	Up from 89.2%	89.4%	89.8%
Dollars spent per pupil*	\$5,244	Down 0.5%	\$6,008	\$6,242
Percent of expenditures for teacher salaries*	68.4%	Down from 71.0%	64.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.8%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	92.9%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission at Laurens Elementary School is to develop productive, independent learners by providing a challenging and diverse education in a safe and supportive environment utilizing the entire community. We are a Title I school that offers parents a choice of educational settings: traditional (single-aged) and Montessori (multi-aged).

We continue to improve our instructional programs with the use of Thinking Maps, Balanced Literacy Program, Measures of Academic Progress (MAP), and Creating Excellence in Elementary Mathematics (CEEM). Through the use of these programs we find that we are better prepared to meet District goals and State standards.

Under the leadership of our Literacy Coach, our staff continues training through the South Carolina Reading Initiative (SCRI). Staff members meet bi-weekly to discuss useful trends and techniques in reading and writing instruction. Laurens Elementary has received a Math Coach who assists teachers and provides ideas for mathematics instruction. Title I funds continue to provide programs key to students' successes such as a Parenting Coordinator, Title I Facilitator, an additional Reading Recovery tutor, and additional classroom teachers in our lower grades.

The continued successes of Laurens Elementary School are dependent on the involvement of all stakeholders: students, parents, teachers, and community members.

Ferlondo Tullock, Principal

Kay Henderson, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	42	83	47
Percent satisfied with learning environment	95.2%	80.2%	89.4%
Percent satisfied with social and physical environment	100.0%	69.1%	87.2%
Percent satisfied with school-home relations	73.8%	82.7%	65.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.